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ABSTRACT

This book provides an account of one teacher educator who serves as a model reflective practitioner for her teacher education students. Using her life experiences, her own teaching journals, and her students' journals and assignments, the book describes her efforts to implement a sociocultural approach to teacher education based on the work of Vygotsky. It begins by describing beliefs of Vygotsky, then goes on to document the practitioner's evolution as a teacher educator and her students' reactions to her teaching. There are nine chapters in three parts. Part 1, "Introduction," includes (1) "Beyond Traditional Practices" and (2) "A Platform for Change." Part 2, "Synergy: Who I Am and How I Teach," includes (3) "Knowing Students," (4) "Situated Learning," (5) "Structuring Social Mediation," and (6) "Learning Zones." Part 3, "Case Studies Using a Vygotskian Approach," includes (7) "Redefining the Mentor," (8) "Vygotsky for Teachers outside the Given Realm," and (9) "Implications: So What?" (Contains 200 references.) (SM)